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ABSTRACT

This guide is intended to assist workshop participants in becoming more knowledgeable about existing Oregon career information resources and to understand ways in which these resources can be integrated into high school curriculum and guidance programs. The nine sections of the guide are as follows: (1) the role of career information in a comprehensive career development, guidance, and counseling program; (2) the national career development guidelines; (3) counselor and teacher career information competencies; (4) high school student career information competencies; (5) counselor, teacher, and student competencies and Oregon career information resources; (6) Oregon career information publications and resources; (7) model Oregon high school guidance and counseling programs; (8) learning activities integrating Oregon career information resources into instructional and career development programs; and (9) workshop evaluation form and career guidance counselor assessment instrument. (CML)

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INTEGRATING OREGON CAREER INFORMATION MATERIALS INTO COMPREHENSIVE CAREER DEVELOPMENT, GUIDANCE AND COUNSELING PROGRAMS

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A TRAINING GUIDE FOR HIGH SCHOOL COUNSELORS, TEACHERS AND ADMINISTRATORS

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INTRODUCTION

Oregon has a long history of commitment to the career development of its public school students. In the early 1970s, extensive career education programs focusing on awareness, exploration and specialization flourished in schools throughout the state, with the strong support of the Oregon Department of Education (ODE). In the late 1970s, the Oregon Board of Education adopted standards for public schools in career education, career development and guidance and counseling. These standards, described below, remain in place today.

Oregon Standard 581-22-316 requires one-half unit (65 hours of instruction) of career development for each student during grades 9 through 12. These instructional hours must include experiences designed to assist them to: 1) evaluate previous career-related experiences, 2) explore areas of interest and aptitude in depth, and 3) make tentative decisions in keeping with their career goals.

Oregon Standard 581-22-405 requires that each school district implement plans for career education with goals for <u>each</u> instructional program. Each district shall provide career-related activities for every student through each instructional program at every grade level, K-1 through 12. This infusion is demonstrated by the inclusion of career-related goals in the planned course statements for every required and elective course in grades 9-12.

Oregon Standard 581-22-702 requires that each school district have a coordinated guidance and counseling program to support the educational and career development needs of students. Districts are required to adopt program goals to assist students in reaching this potential. Each high school student is required to have a four-year education plan, updated annually, to coincide with their developing career and educational plans and actual educational attainments.

The 1970s also saw a strong career component within Oregon's teacher education programs. The Teacher Standards and Practices Commission (TSPC) required that every prospective elementary and secondary teacher, including experienced personnel coming in from other states, take a one term course in career education. Fifteen public and private colleges and universities offered this career education class. By the early 1980s, however, TSPC had removed the career education requirement, and most teachers entering Oregon classrooms had little or no formal preparation in career topics.

During the past year, a renewed interest in and commitment to career development, guidance and counseling have emerged in Oregon. The ODE has assumed a highly visible role with school districts in career guidance and counseling, a role centering on program improvement and technical assistance. The response from administrators, counselors and teachers has been active and positive. Much of this response has evolved from a concern for all students in the educational process. The excellence in education movement, declines in vocational program enrollment, serious school finance problems, a concern for

accountability, and other local factors have seemingly come together to focus attention on the importance of comprehensive guidance and counseling programs, particularly in the area of career development.

The Oregon Occupational Information Coordinating Committee (OOICC) has worked closely with the ODE over this period, as in the past, to help educators understand the changes that are occurring in the economy and the workplace. OOICC has taken an active part in making them aware of the variety of national, state and local labor market information resources available for use in their career development, guidance and counseling programs.

The Oregon Career Information System (CIS) has long advocated and promoted the infusion of CIS into instructional and career guidance and counseling programs. The Oregon CIS Director has been a key member of state level advisory and steering committees focusing on strengthening career development, guidance and counseling for the past four years.

Thus the climate in Oregon is perfect for improving career guidance and counseling programs through many avenues, one being better use of state career information resources. The Oregon approach is one of coordination and integration, with the goal of providing the highest quality resources and training for counselors, teachers and administrators within the framework of comprehensive program improvement.

This Training Guide is designed to assist workshop participants become more knowledgable of existing Oregon career information resources and to understand ways in which these resources can be integrated into high school curriculum and guidance programs. The Training Guide introduces participants to the National Career Development Guidelines and specifically to those high school level competencies and indicators related to career information. It also includes an invitation to teachers and counselors to submit learning activities which use Oregon career information resources in the classroom or guidance program. When compiled and published, these learning activities will become implementation activities for career information student competencies and indicators.

We appreciate your participation in and contributions to this workshop. We look forward to working with you in the strengthening of your school's career development, guidance and counseling program.

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Section I

THE ROLE OF CAREER INFORMATION IN A COMPREHENSIVE CAREER DEVELOPMENT, GUIDANCE AND COUNSELING PROGRAM

Career information describes the world of work to assist people of all ages understand the options available to them and to aid their career planning. It is delivered through a variety of media--books, pamphlets, video tape, microcomputers, mainframe computers, and laser disk. Career information is also personal, with individuals describing and discussing their occupation or career field with others. Career information addresses many topics, including:

Occupational descriptions
Occupational outlook
Education, training and skill requirements
Education and training programs
Aptitudes and interests
Wages and salaries
Employment estimates and projections
Working conditions
Career ladders and mobility
Eligibility and licensing requirements
Industry employment and projections
Industry outlook

Why is career information important? Why do counselors, teachers, administrators, students, parents and the community at large need good career information? The most obvious reason is the dynamic and rapidly changing American workplace. As business and government agencies strive to be competitive in a world market place, new technologies requiring new sets of skills are born, new relationships among workers and between workers and managers are established and compensation packages are changed. Access to high quality, timely career information is crucial for all in this scenario, if people are to be well prepared and participate fully in the workplace. Career information helps individuals of all ages to understand and to maximize their potential in the producer role.

Table I shows how profoundly and fundamentally the Oregon economy has changed in the past ten years. These changes are not temporary; they are permanent, structural shifts that affect everyone. Note these highlights:

1. Between 1979 and 1987, employment in Manufacturing industries dropped by 10.3%.

2. Lumber and wood products experienced the greatest decline within Manufacturing, a loss of 17% or 13,800 jobs.

3. Over 61,400 jobs were added to Non-Manufacturing industries.

4. The greatest numerical and percentage growth occurred in Services, where 56,700 jobs were created. This represents a 30.5% growth rate.

5. Overall, employment in Goods-Producing industries declined over 43,100 jobs or 15.2%. Conversely, Service-Producing industries created 80,900 new jobs, representing a 10.5% growth rate.

The other side of the picture is employment in occupations. The changes that have occurred here, too, are permanent and impact the career decisions and opportunities of all Oregonians. It is, however, especially important that young people understand these shifts. The days have vanished when an unskilled high school drop-out (or graduate) could easily find secure, high-paying employment in the state's natural resource based industries. Note these highlights:

1. New jobs are being created for Professional/Technical Workers, Managers and Officers and Sales Workers.

2. Jobs are being lost for Craft Workers, Laborers, semiskilled Operatives and non-professional Service workers.

Table II reviews some of the changes occurring in the workplace. The outlook for the future is clearly for a new set of skills, emphasizing flexibility, communication, cooperation and learning. Career information will help people recognize and understand these changes, while also identifying resources to assist their decision-making and preparation.

Career information is a critical, irreplaceable element of a comprehensive guidance and counseling program!

Career information is a key component of career planning and decision-making, and counselors, teachers and administrators play pivotal roles in determining the access students have to these resources. Although the roles may be intertwined, major responsibilities for career information can be outlined as follows:

COUNSELORS

1. Supervise organization and operation of a career center.

2. Select career information resources to be available in the career center.

3. Emphasize the importance of career planning and decision-making to students.

4. Interpret career information resources for students and other faculty members.

5. Consult with teachers on ways to integrate career information into the classroom.

6. Administer and interpret aptitude, interest and achievement tests to students. Help students relate test results to careers.

TEACHERS

1. Infuse career information into their classes.

2. Help students relate career goals to individualized projects, research or general learning in the classroom.

3. Refer students to community members who could provide personal information on specific careers.

ADMINISTRATORS

1. Provide budget to maintain high quality, current career information resources in quantities sufficient to assure accessibility for students.

2. Provide time for counselors and teachers to develop curriculum materials, attend training sessions on career information delivery systems, participate in conferences and seminars on the changing workplace, etc.

3. Support counselor and teacher efforts to improve the career information component of the guidance and counseling program.

How can career information resources be used most effectively?

- They must be fully integrated into the curriculum at each grade level and into the guidance and counseling program.

- They must be accessed systematically by students throughout high school. One ninth grade experience with a microcomputer system is not enough!

- They must be kept up to date, and old materials removed regularly. Bad career information may be as harmful as <u>no</u> career information!

- They must be tested in the workplace. Students need to determine, for example, if the entry requirements described in a career information resource for an occupation of interest are used by local employers. Items such as job descriptions, wages, benefits, and career ladders are really unique to each employer. In short, career information provides a general picture; local employer "reality checks" will sharpen and focus that picture.

- They must be available and appropriate for all students. For example, a comprehensive career center would include low or non-reading level career information materials, talking or Braille resources and video resources.

- They must assist faculty to address concerns of equity and avoidance of stereotypes based on gender, ethnic background, handicap, native language or other disadvantages.

TABLE I

OREGON NONAGRICULTURAL WAGE & SALARY EMPLOYMENT
COMPARISON OF 1979, 1987 ANNUAL AVERAGES FOR MAJOR INDUSTRIES

Category	1979	1987	Emp. Change 1979-1987	% Change 1979-1987
TOTAL WAGE & SALARY	1,056,200	1,094,000	37,800	3.6%
MANUFACTURING, TOTAL	228,500	204,900	-23,600	-10.3%
Durable Goods	171,800	148,100	-23,700	-13.8%
Lumber & Wood Products	81,200	67,400	-13,800	-17.0%
High-Tech Industries	30,000	29,600	- 400	- 1.3%
Other Durables	60,600	51,100	- 9,500	-15.7%
Nondurable Goods	56,700	56,800	100	0.2%
Food & Kindred Products	25,200	23,800	- 1,400	- 5.6%
Printing & Publishing	10,000	12,700	2,700	27.0%
Other Nondurables	21,500	20,300	- 1,200	- 5.6%
NONMANUFACTURING, TOTAL	827,700	889,100	61,400	7.4%
Mining & Quarrying	2,400	1,400	- 1,000	-41.7%
Construction	53,000	34,500	-18,500	-34.9%
Transp., Communication & Utilities	60,000	59,300	- 1,700	- 2.8%
Trade	256,800	276,300	19,500	7.6%
Finance, Insurance & Real Estate	69,100	71,700	2,600	3.8%
Services	185,700	242,400	56,700	30.5%
Government	200,700	204,500	3,800	1.9%
Federal	29,900	30,200	300	1.0%
State	54,400	56,900	2,500	4.6%
Local	116,400	117,500	1,100	0.9%
Goods - Producing Industries	283,900	240,800	-43,100	-15.2%
Service - Producing Industries	772,300	853,200	80,900	10.5%

TABLE II
CHANGING WORKPLACE MODELS

WORK CHARACTERISTICS	MECHANICAL/ INDUSTRIAL MODEL	INFORMATION/ SYSTEMS MODEL	EDUCATIONAL ISSUES
WORK DESIGN	Functional Responsibility	Systems of Production	Emphasize human resources; "social good and "profit" go together.
PRODUCTION	Management Controlled	Worker & Work Group controlled	Problem solving/people skills; understanding production processes.
WORKER	Machine Operator	Technological Problem Solver	Develop "professional technical worker." More math, science and logical thinking skills needed.
MANAGER	The Boss/Tell Workers What To Do	Leader/Sets Goals Provides Support	New kinds of management and worker training programs needed.
TECHNOLOGY	Mechanical worker; Labor intensive	Work team uses Technology	Understand and use technology; create new technologies and approaches. Entrepreneurial skills.
JOB CLASSIFICATION	Segmented, Detailed Job Descriptions	Generalized Work Teams and Job Descriptions	Value of work, pay equity, equal opportunities; employee flexibility and attitude important.
COMPENSATION	Job-Based	Skill-Based	"Pay for knowledge" compensation systems.
TRAINING	Job Specific/Short Term	Multi-Skill/Changing	"Liberal Arts" technician/cross training/lifelong learning/ retraining.
EVALUATION	Manager based	Peer based	Objectivity, communication, cooperation
COMMUNICATION	Top Down/Hierarchical	Networking/Horizontal	Open communication, team work

Activity
Changing Workplace Models

Instructions:

Read and study the Changing Workplace Models on page 6. Discuss the following topics in small groups, then share each group's major points with all workshop participants.

1. As workers are required to become increasingly multi-skilled, what must counselors and teachers do to prepare high school students for the workplace?

2. How can skills in cooperating and getting along with others most effectively be taught in high schools?

3. Is your school's faculty aware of the changing workplace? If not, list some steps you can (and perhaps will) take to update them.

4. What are the strengths and weaknesses of your school's curriculum and support services to prepare students for the changing workplace?

Section II

THE NATIONAL CAREER DEVELOPMENT GUIDELINES

In today's rapidly changing world, career development becomes more important for American youth and adults each year. In Oregon and throughout the nation, parents, educators, employers, students and adults are recognizing the need to understand the process of career development and to master career decision making skills. Yet for many people, there are few opportunities to gain these crucial skills within the education and job training systems. These are some of the reasons that states and professional associations have worked to establish guidelines and standards for the development and delivery of career development, guidance and counseling programs.

The National Occupational Information Coordinating Committee (NOICC) responded to the need to foster excellence in career guidance through the development of uniform guidelines to serve as the basis for state and local standards. The impetus for this effort came from states, professional associations and the Carl Perkins Vocational Education Act, which identifies guidance as an educational program that serves all youth and adults. Like academic programs such as math and English, career guidance and development programs are most effective when established standards and identified competencies are available.

The North Dakota State Occupational Information Coordinating Committee (SOICC) was awarded a two-phase project to develop guidelines for career development programs. The goal of this national project is to prepare guidelines which will serve as the basis for the development of state and local standards at five educational levels and will provide a framework for program review and improvement. The guidelines contain specific student or client competencies and performance indicators, qualifications and competencies needed by counselors to deliver the programs and institutional capabilities essential for providing quality programs at each educational level.

Implementation of the guidelines will:

- Strengthen career development at all levels.
- Enhance achievement of career development competencies by students and adults.
- Improve career development programs through review and ongoing structured evaluation.
- Enhance the professional growth and development of counseling personnel to deliver competency-based programs.
- Facilitate assessment of institutional capabilities to implement comprehensive career development programs.

The Guidelines identify knowledge, skills and abilities in the areas of self knowledge, educational and vocational development and career planning.

Guideline modules have been developed at five educational levels. They include:

1. Elementary
2. Junior/Middle School
3. High School
4. Postsecondary
5. Human Services (Adult)

Within each module, a process for career development program improvement is outlined. Among the topics discussed are "Organize a Steering Committee," "Establish Local Standards, "Improve the Program," "Implement the Program," and "Evaluate the Program." Each module stresses a team approach to improving career development programs. Team members include counselors, teachers, administrators, students, parents, the business community, state level personnel and counselor educators. Throughout the process, however, the counselor is the key--without the counselor's commitment and leadership, guidance and counseling programs will not be improved.

Ten states are presently receiving funds from NOICC to implement the guidelines in local sites. Their experiences will be collected and published by NOICC in a series of case studies. These case studies will help others planning to implement the guidelines use proven techniques and avoid any pitfalls.

Section III

NATIONAL CAREER DEVELOPMENT GUIDELINES
COUNSELOR/TEACHER CAREER INFORMATION COMPETENCIES

The following competencies related to career information and exploration have been excerpted from the NOICC "National Career Development Guidelines." One of the purposes of this workshop is to help participants understand the range of career information competencies which should be achieved by counselors and teachers in a comprehensive career guidance and counseling program.

1. Guidance and Counseling

   a. Ability to plan and use structured activities to increase students' career development knowledge and skills
   b. Ability to assist the student in identifying contextual factors in career decision making including family, friends, educational opportunities and finances
   c. Knowledge of employment information and career planning materials for student use

2. Information

   a. Knowledge of national, state, and local education, training, employment trends
   b. Knowledge of resources that provide information about job tasks, functions, salaries, requirements and future outlooks related to occupations
   c. Knowledge of the changing roles of women and men and the linkage of work, family and leisure
   d. Knowledge of and ability to use the Career Information System
   e. Knowledge of career preparation and planning materials for student use
   f. Knowledge of labor laws, credentialing, certification and other employment related requirements
   g. Knowledge of basic labor market concepts, occupational and industry classification systems

3. Implementation

   a. Ability to plan, organize and manage a comprehensive career resource center
   b. Knowledge of local and state employers as sources for employment opportunities, career fair speakers, mentors, role models, class presentations

4. Consultation

   a. Ability to assist teachers and staff in teaching a guidance curriculum learning activity or unit in the classroom
   b. Ability to assist teachers and staff in working with students to explore various employment and career opportunities
   c. Ability to assist parents in becoming aware of a variety of career development and educational opportunities available to students after completion of high school

Section IV

NATIONAL CAREER DEVELOPMENT GUIDELINES
HIGH SCHOOL STUDENT CAREER INFORMATION COMPETENCIES

The following competencies and indicators are from the NOICC "National Career Development Guidelines." Indicators related to career information are shown in italics. As an outcome of being trained on the integration and use of selected Oregon career information resources, counselors and teachers will be better able to assist students meet these competencies and indicators related to career information and exploration.

Competency I. Understanding the influence of a positive self-concept on career development.

The student will--

1. Identify and appreciate interests, abilities, strengths, weaknesses, and other characteristics that are unique about him or herself.

2. Receive feedback from peers regarding personal characteristics and grow in achieving a realistic perception of self.

3. *Demonstrate an understanding of how interests, abilities, strengths, weaknesses, and other attributes relate to achieving personal, social, educational, and career goals.*

4. Demonstrate ability to accept him or herself as a total person with unique and worthy traits, characteristics and potential.

5. Demonstrate an understanding of environmental influences on one's behavior.

6. Demonstrate the ability to manage one's behaviors in developing and maintaining a healthy self-concept.

Competency II: Interpersonal and social skills required for positive interaction with others.

The student will--

1. Develop interpersonal skills necessary for harmony in relationships with others.

2. Demonstrate social skills, self-control, and respect for others.

3. Evaluate interpersonal behaviors and modify them, when appropriate, based on feedback from others.

4. Demonstrate interpersonal skills required for working with and for others in a work setting.

5. Describe appropriate employer and employee interactions in varying situations.

6. Demonstrate skills in expressing feelings, reactions, and ideas in an appropriate way.

Competency III: Understanding of the interrelationship of emotional and physical development and career decision making.

The student will--

1. Describe how developmental changes in the life cycle affect physical and mental health.

2. Describe the effect of emotional and physical health on one's behavior and career-related decisions.

3. Demonstrate control of emotions and ways in which they are expressed.

4. Describe and demonstrate healthy ways of coping with emotional and stressful situations within him or herself and others.

5. Implement appropriate coping skills when dealing with conflicts and stress.

6. Exhibit behaviors that are important in maintaining good physical and mental health.

Competency IV. Understanding of the interrelationship between educational achievement and career planning, training, and placement.

The student will--

1. Demonstrate the application of academic and vocational skills to the achievement of personal goals.

2. Relate achievement of academic and vocational skills to personal interests.

3. *Describe the importance of academic and vocational skills for achieving desired life style, standard of living, and career choices.*

4. Use knowledge and skills developed in academic and vocational disciplines in planning for career and life goals.

5. *Demonstrate an understanding of how education relates to the selection of college majors, participation in further training, and/or entry into the job market.*

6. *Recognize and acquire transferable skills that can apply to a variety of occupations and changing occupational requirements.*

7. Relate essential learning skills to skills required in the work environment.

8. Formulate educational plans that reflect continued learning directed toward achieving career goals.

Competency V. Positive attitudes toward work and learning.

The student will--

1. Identify the positive contributions careers make to society.
2. *Demonstrate knowledge of and an appreciation for the variety of occupations and their significance.*
3. Demonstrate a positive attitude toward work as an integral part of one's life.
4. Demonstrate learning habits and skills that are integral to work and educational situations throughout life.
5. Demonstrate responsibility for work attitudes and habits in education and work situations.
6. Demonstrate positive work ethics and attitudes.

Competency VI. Skills for locating, evaluating, and interpreting information about career opportunities.

The student will--

1. *Discuss the requirements of occupations related to interests and abilities and to high school and postsecondary education and training programs.*
2. *Use available handbooks, career materials, labor market information, and computerized career information delivery systems developed and disseminated by national, state, and local agencies and commercial publishers to aid career exploration or to formulate tentative career choices.*
3. Use various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).
4. Discuss the concept of career ladders as related to different levels of work in a career area.
5. *Examine the aspects of self-employment, entrepreneurship as a possible form of employment.*
6. Establish contacts with individuals working in a selected occupation who might be information resources, role models, or mentors.
7. *Recognize the influence of change in supply and demand for workers in different careers at the local, state, and national level.*
8. *Identify employment trends as they relate to training programs and employment in the state and local community.*

9. *Describe the impact of factors such as population, climate, and geographic location on local occupational opportunities.*

Competency VII . Skills for preparing, locating, obtaining, maintaining and advancing in a job

The student will--

1. *Demonstrate the ability to locate, interpret, and use information about job openings and opportunities.*

2. Demonstrate educational and vocational skills required for a full- or part-time job.

3. *Demonstrate skills and behaviors necessary for a successful job interview.*

4. *Develop skills in preparing correctly a resume and complete job application.*

5. Identify employers for specific occupations and job openings.

6. Demonstrate employability skills necessary for entry into the labor market.

7. *Develop skills to assess occupational and career opportunities in terms of working conditions, benefits and opportunities for advancement.*

8. Use placement services to make a successful transition from high school to civilian employment, entry into the armed services, or postsecondary education/training leading to the attainment of individual career goals.

9. Demonstrate an understanding that job opportunities often require relocation to another city or state.

10. Develop skills necessary to function in life as a consumer and to manage one's personal finances.

Competency VIII. Understanding of how societal needs and functions influence the nature and structure of work.

The student will--

1. Describe the importance of careers as they affect values and life styles.

2. *Describe how society's needs and functions influence the demand and supply of goods and services and the resulting impact on careers.*

3. Differentiate among career opportunities on the basis of their contributions to the needs of society.

4. *Describe occupational and industrial trends as they relate to training programs and employment in the state and local community.*

5. List the community's major employers, the goods or services they produce, and their overall impact on members of the community.

6. *Demonstrate an understanding of the global economy and how it affects each individual.*

Competency IX: Skills in making decisions and choosing alternatives in planning for and pursuing educational and career goals.

The student will--

1. Accept responsibility for making educational and career choices and moving towards tentative career goals.

2. Accept responsibility for the consequences of decisions.

3. Evaluate personal abilities and limitations for meeting requirements for postsecondary education/training programs.

4. Make appropriate choices during high school that will lead to marketable skills for entry-level employment or to advanced training.

5. Identify and take required steps toward transition from high school and entry into postsecondary education/training programs or the world of work.

6. Identify and take necessary steps to apply for and secure financial assistance for postsecondary education and training.

7. Demonstrate the effective use of time, effort, and resources in making decisions.

8. Identify alternate courses of action in a given decision-making situation.

9. Project and describe factors that may influence educational and career decisions.

10. Relate the choice of high school and postsecondary courses to a career and educational plan.

11. Predict the effect one's career decisions may have on significant others and life styles.

Competency X: Understanding of the interrelationship of life roles and careers.

The student will--

1. Acquire a basic knowledge of life cycles and corresponding life styles.

2. Describe factors that determine life styles such as socio-economic status, culture, values, career choice, and work habits.

3. Describe ways in which one's career choice may affect future life style.

4. Explain the contribution of a career to a balanced and productive life.

5. Describe ways in which roles in work, family, and leisure are interrelated.

6. Examine different career patterns and their potential effect on family patterns and life styles.

7. Describe the importance of leisure activities in relation to careers.

8. Demonstrate ways that occupational skills and knowledge can be acquired through leisure activities.

Competency XI: Understanding of the continuous changes in male/female roles and how they relate to career decisions.

The student will--

1. Identify factors that have influenced the changing work patterns of women and men during the last decade.

2. Identify evidence of sex stereotyping and sex bias in education programs and the world of work.

3. Develop attitudes, behaviors, and skills that contribute to the elimination of sex stereotyping and sex bias.

4. Take courses appropriate to one's occupational choice, even if they are most often taken by members of the opposite sex.

5. Describe problems, adjustments, and advantages of entering a nontraditional occupation.

Competency XII. Skills in career exploration and planning

The student will--

1. Develop career plans that include the concept that a changing world demands lifelong learning.

2. Acquire knowledge of postsecondary vocational and academic programs.

3. *Validate or revise the career and educational plan developed in middle school/junior high to coincide with developing career and educational plans and actual educational attainment.*

4. Demonstrate an understanding of how constant changes in the world of work require frequent retraining and updating of employees.

5. *Use school and community resources to explore education and career choices.*

6. Describe the costs and benefits of self employment.

7. Acquire occupational-related skills through volunteer experiences, part-time employment, and/or cooperative education programs.

8. Develop skills necessary to compare education and job opportunities in terms of occupational, training, and continuing education benefits.

Section V

COUNSELOR/TEACHER AND STUDENT COMPETENCIES AND OREGON CAREER INFORMATION RESOURCES

Matrix of Career Guidance Competencies
and Oregon Career Information Products

Counselor/Teacher Competencies	Oregon Careers	Users' Guide	Career Passport Experience Profile	QUEST	Occupations (OCC)	Programs of Study (PROG & APP)	Schools (SCH & NSCH)	Military (MIL & PERS)	Financial Aid (AID)	Entrepreneurship (OWN)	Job Search (JS & Notebook)	Visit (VISIT)	Industry (IND)	Assessment Link (LINK)	High School Planner (HSP)	Micro-Skills (SKILLS)	User's Handbook	Implementation Handbook	Implementation Activities	Newsletter
	Career Information System																			
	Delivery Systems														Other Software		Support Materials			
1. Guidance and Counseling																				
a. Use activities to increase students' career development skills.	X	X													X				X	
b. Identify factors in career decision making.																				
c. Know employment information and career-planning materials.	X	X			X										X			X		X
2. Information																				
a. Know national, state, and local education, training, employment trends.	X				X	X	X	X	X	X			X							X
b. Know resources for job tasks, functions, salaries, requirements and outlooks.	X				X			X										X		
c. Know role changes of men/women and linkage of work, family and leisure.	X																			X
d. Be able to use CIS.				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
e. Know about career preparation and planning materials.		X	X		X	X	X	X	X	X					X		X	X		

	Career Information System																					
	Delivery Systems															Other Software		Support Materials			
	Oregon Careers	Users' Guide	Career Passport Experience Profile	QUEST	Occupations (OCC)	Programs of Study (PROG & APP)	Schools (SCH & NSCH)	Military (MIL & PERS)	Financial Aid (AID)	Entrepreneurship (OWN)	Job Search (JS & Notebook)	Visit (VISIT)	Industry (IND)	Assessment Link (LINK)	High School Planner (HSP)	Micro-Skills (SKILLS)	User's Handbook	Implementation Handbook	Implementation Activities	Newsletter
f. Know labor laws, and other employment related requirements.					X			X			X									
g. Know labor market concepts, occupational/industry class systems.	X	X		X									X						X	
1. Implementation																				
a. Be able to manage a career resource center.																		X		
b. Recognize employers as a resource.												X								
1. Consultation																				
a. Assist in teaching a guidance learning activity.	X	X		X	X	X	X	X	X	X	X				X				X	
b. Assist in exploring employment and career opportunities with students.	X	X		X	X	X	X	X	X	X							X			
c. Increase parents' awareness of career development and educational opportunities for students after high school completion.	X	X	X		X	X	X	X	X	X					X					
Student Competencies																				
1. Understanding the influence of a positive self-concept on career development.																				
a. Relate interests, skills and abilities to career goals.				X						X				X		X	X			

	Career Information System																						
				Delivery Systems													Other Software		Support Materials			
	Oregon Careers	Users' Guide	Career Passport Experience Profile	QUEST	Occupations (OCC)	Programs of Study (PROG & APP)	Schools (SCH & NSCH)	Military (MIL & PERS)	Financial Aid (AID)	Entrepreneurship (OWN)	Job Search (JS & Notebook)	Visit (VISIT)	Industry (IND)	Assessment Link (LINK)	High School Planner (HSP)	Micro-Skills (SKILLS)	User's Handbook	Implementation Handbook	Implementation Activities	Newsletter
2. Understanding of the inter-relationship between educational achievement and career planning, training, and placement.																				
a. Relate academic/vocational skills to career goals.	X			X	X	X	X			X				X	X			X		
b. Relate education to selection of college majors, further training, and job market entry.	X			X		X									X					
c. Have transferable skills applying to occupations.			X													X				
3. Positive attitudes toward work and learning.																				
a. Understand the meaning of occupations in society.	X	X			X			X		X									X	
4. Skills for locating, evaluating, and interpreting information about career opportunities.																				
a. Relate occupation requirements to interests/abilities and high school and postsecondary education and training programs.	X			X	X	X		X		X					X					
b. Aid career choices by using career information resources.	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
c. Examine self-employment as a form of employment.	X									X										

	Career Information System																					
				Delivery Systems													Other Software		Support Materials			
	Oregon Careers	Users' Guide	Career Passport Experience Profile	QUEST	Occupations (OCC)	Programs of Study (PROG & APP)	Schools (SCH & NSCH)	Military (MIL & PERS)	Financial Aid (AID)	Entrepreneurship (OWN)	Job Search (JS & Notebook)	Visit (VISIT)	Industry (IND)	Assessment Link (LINK)	High School Planner (HSP)	Micro-Skills (SKILLS)	User's Handbook	Implementation Handbook	Implementation Activities	Newsletter
d. See effect of change in demand/supply of workers in jobs at all levels.	X				X															
e. Identify employment opportunities and training program trends.	X				X	X	X	X		X										X
f. Describe impact of geo-political factors on local occupational opportunities.	X	X			X					X	X									
5. Skills for preparing, locating, obtaining, maintaining and advancing in a job.																				
a. Locate, interpret and use job opening information.	X				X						X									
b. Show successful job interview skills.	X										X								X	
c. Correctly prepare a resume.	X										X								X	
d. Assess jobs by working conditions, benefits, and chance for promotion.					X			X		X	X								X	
6. Understanding of how societal needs and functions influence the nature and structure of work.																				
a. Describe influence of society's needs on demand/supply of goods/services and their impact on jobs.	X	X			X			X												

	Career Information System																							
	Delivery Systems																Other Software		Support Materials					
	Oregon Careers	Users' Guide	Career Passport Experience Profile	QUEST	Occupations (OCC)	Programs of Study (PROG & APP)	Schools (SCH & HSCH)	Military (MIL & PERS)	Financial Aid (AID)	Entrepreneurship (OWN)	Job Search (JS & Notebook)	Visit (VISIT)	Industry (IND)	Assessment Link (LINK)	High School Planner (HSP)	Micro-Skills (SKILLS)	User's Handbook	Implementation Handbook	Implementation Activities	Newsletter
b. Relate occupational trends to training programs and employment in the state.	X				X	X	X													
c. Know global economy and how it affects all.	X																			
7. Skills in career exploration and planning.																				
a. Revise or confirm four year high school plan to coincide with developing career plans.															X					
b. Explore career choices using school/community resources.	X				X							X							X	

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Section VI

OREGON CAREER INFORMATION PUBLICATIONS AND RESOURCES

FULL DESCRIPTION OF SOURCE

TITLE: Oregon Careers

CONTENT: Articles on the Oregon economy, job search, and agency resources in a newspaper format. Also includes pay, outlook for 300 occupations, courses of study and schools offering training.

GEOGRAPHIC COVERAGE: Statewide

DATE OF ISSUE: Annual

AVAILABILITY: Free

CONTACT(S): David Allen
Occupational Program Planning System
Employment Division
875 Union Street NE
Salem, OR 97311
Telephone: (503) 378-6400

FULL DESCRIPTION OF SOURCE

TITLE: Oregon Careers User's Guide

CONTENT: A guide to assist teachers, counselors, and all those who provide "Oregon Careers" to students or clients to make the best possible use of the newspaper. Includes articles, follow-up activities, crosswalks, and bibliographies and understanding of local, state, and national labor market forces and resources.

SPECIAL COMMENT ON USE:

Current issue contains new activities that focus on understanding the state and local economy.

GEOGRAPHIC COVERAGE: Statewide, some national

DATE OF ISSUE: Annual; 1986-87 latest edition

AVAILABILITY: Free

CONTACT(S): Nancy Hargis, Executive Director
Oregon Occupational Information Coordinating Committee
875 Union Street NE
Salem, OR 97311
Telephone: (503) 378-8146

CAREER INFORMATION SYSTEM
(CIS)

Program Description

The Oregon Career Information System (CIS) is a public interagency consortium which provides current labor market and educational information in usable forms to individuals, schools and social agencies. CIS is recognized by the Oregon Occupational Information Coordinating Committee as Oregon's state based career information delivery system in accordance with the Carl D. Perkins Vocational Education Act. The purpose of CIS is to improve career choices and training opportunities.

CIS enhances the efforts of agencies and schools involved in occupational counseling and education by:

1. Collecting current labor market and educational information and developing it into usable forms.

2. Developing and managing delivery systems.

3. Consulting with user agencies on use of career information in counseling and instructional programs.

CIS provides up-to-date localized occupational and educational information. The occupational information represents about 95% of employment throughout the state. The occupational descriptions and labor market information are updated continuously. The educational files consist of programs of study and training leading to a license, degree, or certificate in an occupation, plus information on more than 200 public and private schools in Oregon offering career training and over 200 four year colleges and universities throughout the country. The educational information is updated annually.

Major Information Topics

OCCUPATIONAL DESCRIPTION AND PREPARATION INFORMATION

The occupational information in CIS covers job titles, duties, responsibilities and specialties, working conditions, hiring requirements and employment prospects. It also includes ways to prepare for specific occupations, lists of school subjects that can help in preparing for an occupation, a bibliography of sources related to occupations and descriptions of 210 occupations in the military.

PROGRAM AND SCHOOL INFORMATION

The educational information in CIS describes programs of study and training in 140 program areas available at two and four year colleges and private vocational schools in the state. Apprenticeship information and information about alternative ways of obtaining college credit are

also included. A complete listing of information about postsecondary schools in Oregon is compiled in CIS in the following areas for each school: General, Programs of Study, Other Educational Programs, Schedules and Policies, Admissions, Housing, Costs and Financial Aid, and Student Services. CIS also provides the Oregon State System of Higher Education Transfer Information in Micro-CIS, accessed through the Program of Study and Training Information files.

EMPLOYMENT

Three files address specific employment issues. Job Search (JS) information aids users who are seeking work. Among the job search topics are "Tips for Filling Out a Job Application Form," "How to Prepare a Resume," "How to Write a Cover Letter for Your Resume," "How to Compose a Letter of Introduction," and "The Job Interview." Industry (IND) files provide information on hiring practices and work life in major U.S. industries. This file is in developmental stages and is currently limited to eight industries. The OWN file provides extensive information on self-employment and entrepreneurship.

User Services

TRAINING

Comprehensive training for new users, fall regional up-date training, and specialized training for CIS community college and agency users.

USER'S HANDBOOKS

Each student/client receives a "User's Handbook" to assist in using CIS. The "User's Handbook" includes the sorting mechanism QUEST, a complete list of CIS occupations, programs of study, Oregon postsecondary schools and codes, instructions and commands for using the system.

IMPLEMENTATION HANDBOOK

Each site coordinator receives this manual which outlines in detail the what and how of CIS. Of particular interest to educators is the section which describes different learning activities that employ CIS in guidance and instruction.

NEWSLETTER

User sites periodically receive the CIS "Update" newsletter that highlights important CIS activities as well as notes of interest for vocational and career counselors, teachers and administrators.

FOLLOW-UP AND TECHNICAL ASSISTANCE SERVICES

CIS maintains a User Service staff that works with schools and agencies to solve problems, plan new uses, and to improve the System's operation. Technical assistance is also provided through User Services and CIS technical support staff for the purchase and implementation of microcomputer delivery of CIS.

Availability and Costs

CIS is available to organizations with a need for occupational and educational information. It is currently used in over 340 sites and serves over 150,000 people each year. CIS users include school districts, JTPA programs, community colleges, displaced homemaker programs, education service districts, four year colleges and universities, private vocational rehabilitation and counseling firms, agencies and schools serving the disadvantaged and handicapped, private industry, the State Vocational Rehabilitation Division and public libraries.

CIS operates as a public consortium of users, controlled and supported by the organizations that use the service. Clients and students are not charged directly for using CIS. However, the institutions utilizing CIS are charged a user fee.

Delivery Modes

COMPUTER DELIVERY
Interactive mainframe computer terminals and easy-to-use computer programs enable individuals to search CIS files and obtain personally relevant information. Microcomputer delivery is increasing in popularity with users each year. Micro-CIS includes all CIS occupational, educational and employment information files. Micro-QUEST contains the sorting mechanism only, with users referring to CIS publications for detailed descriptions and information.

NEEDLE-SORT KIT
The kit includes a deck of sortable cards and a complete set of CIS occupational and educational information books.

PUBLICATIONS
Among the CIS publications are Oregon Occupations, Programs of Study and Training, Working for Yourself, Military Career Information, Short Term Training Programs, and Oregon Schools (Volumes I and II).

OTHER CAREER GUIDANCE SOFTWARE
CIS has developed additional microcomputer programs to assist the effective use of career information by user institutions. These include the High School Planner, which displays a school's graduation requirements, leads a user through the process of setting career and educational goals and provides on-line procedures for selecting and planning courses based on these goals. Micro-SKILLS is a unique computerized career planning tool using a transferable skills self-assessment process. Additionally, elements of Micro-CIS are being developed into stand-alone products when appropriate. Micro-SCHOOL SORT is the first of these to be released. This program allows students to sort over 2,000 national colleges on seven selector items. Additional stand-alone products are under development.

Contact:
User Services, Career Information System
1787 Agate Street, University of Oregon
Eugene, Oregon 97403
Telephone: 686-3872

Section VII

A DESCRIPTION OF MODEL OREGON HIGH SCHOOL GUIDANCE AND COUNSELING PROGRAMS

(Narrative on criteria and selection process for model sites to be added.)

Nyssa High School
810 Adrian Blvd.
Nyssa, OR 97913-3689
Contact Person: Anne Mathews
Telephone: (503) 372-2287

I. Program Overview

The Nyssa High School career guidance and counseling program places emphasis on self-understanding, decision-making, parent involvement and extensive use of community resources. Interest inventories are administered and results reviewed at all grade levels. All students participate in an annual Career Day. Nyssa High School has a wide array of computerized, print and audiovisual career information resources available for student and classroom use. They use the Career Information System's Micro-QUEST, Micro-SKILLS and School Sort software and accompanying publications. Career exploration and decision-making are infused into the curriculum, particularly in Science, Business Education and Vocational Education.

II. Population Served
- A. All high school students
- B. Eighth grade students in the spring
- C. Segments of the population
  1. Minorities (45% minority population)
  2. Migrant students
  3. Special education students
  4. Handicapped students
  5. "At-risk" students and juvenile offenders
  6. Economically disadvantaged (69% are low income)
  7. Limited English-speaking

III. Outcomes Sought/Identified
- A. Counsel with each student at least twice a year.
- B. Freshmen - Review interest inventory results; complete three-year high school plan.
- C. Sophomores - Review interest inventory results; complete high school plan for junior year.
- D. Juniors - Administer EDITS complete program and ASVAB; urge participation in competitions; instruct students on college application processes; encourage taking the SAT and/or ACT.
- E. Seniors - Review SAT or ACT scores; advise of college information and financial aid; hold Financial Aid Workshops for parents and students; participate in Ore Ida College Fair.
- F. Comprehensive Goal - Each student will have identified a possible vocational choice. Scholarships, awards, and grants will have been made available and pursued by students who qualify. Students will receive instruction for securing admittance and financial aid to the college or technical school of choice. Military information and the ASVAB results will be given to each student. Goal is that each student will graduate from Nyssa High School prepared to enter further schooling or training, the military or the job market.

IV. Extra-Institutional Resources

A. Uses resources from community, family, business, youth organizations

1. Local law enforcement department has cadet police program
2. Juvenile Department offers classes for delinquent youth
3. Community service organizations sponsor awards, scholarships
4. Community leaders visit classes and present career information
5. Parents invited to attend classes; "Swap Day" allows parents to attend school in place of the student for one day on two pre-set days each year
6. Kiwanis Club sponsor Key Club and student recognition programs

V. Program Delivery

A. Staff Training - Four 1/2 day staff inservices scheduled; developed a High School Improvement and Advisory Council; principal conducts regular training sessions for faculty as an I.T.I.P. trainer; three times a year faculty and staff visit other local schools.

B. Curriculum Development

1. Monthly Instructional/Curriculum Team meeting with eight faculty and principal.
2. High School curriculum guide gives objectives and topical outline for each class

C. Evaluation

1. Curriculum evaluations completed annually.
2. Former students meeting with faculty annually to expresses opinions on classes and activities

D. Communication

1. Parents encouraged to visit the school; "Swap Day" where parent may attend school in place of the student
2. Parents asked to be involved in Parent Advisory Council
3. Parents request to meet with the guidance counselor to review student's career choices
4. Parents given information about financial aid, college entrance requirements, etc.
5. Cards mailed to parents or guardians after each scheduled counselor conference
6. Monthly school newsletter mailed to parents

Enterprise High School
1001 North River Street
Enterprise, Oregon 97828
Contact Person: Chuck Haines
Telephone: (503) 426-3193

I. Program Overview

The Enterprise High School Career Education program is a required course offered to grade 10 students for one-half semester and to grade 12 students for one-half semester. These classes are taught as regular curriculum offerings by the high school counselor. In addition, outreach programs are conducted on a variety of special topics in other classes and are designed to provide information to students from grades 8-12.

At the tenth grade level, the following topics are addressed: 1. Personal Needs, 2. Work Ethic, 3. Self Concept, 4. Personality, Values and Goal Setting, and 5. Occupational Exploration. At the twelfth grade level, the following units are covered: 1. Goal Setting, 2. Unemployment, 3. Labor Market Trends, 4. Aptitudes and Interests, 5. Occupational Research, and 6. Educational Planning.

II. Population Served
- A. All Grade 10 and Grade 12 students
- B. Segments of the population
  1. Drop-outs
  2. At-risk students
  3. Other special groups

III. Outcomes Sought/Identified
- A. To create a content environment that will stimulate the student to analyze how his/her self-knowledge can be directed towards occupational and post-high school decision making.
- B. To expose the student to a variety of career and educational information so that they can apply the "process teaching" concept to changing situations.

IV. Extra-Institutional Resources
- A. Career Fair for grades 8-12
- B. Local speakers available
- C. "Shadowing" visitations
- D. Field trips and site visitations

V. Program Delivery
- A. Staff Training - Meetings, group faculty input, face-to-face discussion
- B. Curriculum Development and Evaluation - recommendations encouraged and solicited from parents, staff, former students and grade 10 and 12 students
- D. Collaboration - local businesses and organizations
- E. Community experiences for students and staff
- F. Communication
  1. Limited training provided to parents.
  2. Use letters, phone calls, and/or group meetings.

South Eugene High School
400 E. 19th Avenue
Eugene, Oregon 97401-4190
Contact Person:
Telephone: (503) 687-3201

I. Program Overview

The South Eugene High School Career Center serves as the focal point for the school's career guidance and counseling program. Among the Career Center resources and services are the Career Information System, Micro-SKILLS, college catalogs and references, laser disks, magazines and publications, scholarship research with the aid of an adult volunteer, posters and reply cards and coordination of college and military visitations. South Eugene annually co-hosts the Southwest Oregon College Faire and has hosted the Lane County Job Fair. The Career Center also sponsors a series of career seminars which bring community members to discuss their occupational fields. A Financial Aid Night offers assistance to students and parents as they complete financial aid application forms. South Eugene uses a Guide program to assist students plan their high school curriculum.

II. Population Served
- A. All students, grades 9-12
- B. Low income students
- C. At-risk students
- D. Minorities
- E. Handicapped

III. Outcomes Sought/Identified
- A. Disseminate occupational information
- B. Foster positive attitudes for success in the high school
- C. Provide a general exposure to the working world
- D. Provide specific information about careers, aptitudes, colleges and financial aid

IV. Extra-Institutional Resources
- A. Career Center emphasizes use of community resources
- B. Participation in Lane County Job Faire and Southwest Oregon College Faire
- C. Produce Career Seminar series in conjunction with the Oregon Trail Council
- D. Many speakers from local Rotary organizations
- E. Career Center uses volunteers extensively
- F. CARE and CWE classes place students in the community.
- G. Applied Arts departments keeps a bulletin board of current employment openings in the community.

V. Program Delivery
- A. Staff Training - Counseling and Career Center staff attend vocational education related workshops, including CIS Fall Workshops. References materials provided to staff.

V. Program Delivery (continued)

B. Curriculum Development - Career Center Specialist works with teachers to integrate both Career Center resources and vocationally related materials into their courses.

C. Evaluation - Programs reviewed for the participation they generate, from the standpoint of curriculum content and students enrolled. Evaluation surveys conducted of teachers and parents.

D. Communication

1. Monthly newsletter to parents includes section from counseling department
2. Parents recruited for as Career Center volunteers
3. Direct mailings to parents of flyers and information sheets
4. Direct mails to informa parents of their student's status with regard to senior interview.

Harrisburg Union High School
400 South 9th Street
Harrisburg, Oregon 97446
Contact Person: Karyn George
Telephone: (503) 995-8271

I. Program Overview

The Harrisburg High School's guidance program is a career development guidance program which focuses upon "transitioning" and supports the 2+2+2 concept. The guidance program offers Guaranteed Services to all students. Students complete a developmental sequence of activities during their high school years. Each student has a personal portfolio which records the activities accomplished and the results of their program. Students also have individualized computer diskettes for their career and educational planning. Career development is incorporated into the curriculum, notably in English, Personal Finance and Social Studies. Counselors assist teachers with these infusion activities. Harrisburg requires students to do an activity using the Career Information System each year. At least two assessment instruments are given annually. The Harrisburg program emphasizes development of greater self understanding and the acquisition of knowledge regarding occupations, post secondary education and the world of work.

II. Population Served
- A. All high school students
- B. Vocational education students.
- C. Potential vocational education students.
- D. Segments of the population
  - Women
  - Minorities
  - Handicapped
  - Economically disadvantaged
  - Limited English-speaking
- E. Persons at all educational levels
  - Elementary students
  - Adults
  - Community colleges
  - Higher education

III. Outcomes Sought/Identified
- A. Guaranteed career guidance program for all students.
- B. Highly effective career development and transitioning program.
- C. Highly articulated services and programs in the school, community and state.
- D. A program model demonstrated and disseminated in multiple sites throughout Oregon.

IV. Program Delivery
- A. Staff Training
  1. Advanced training promoted for counselors.
  2. Counselors conduct guidance training for total school staff.
  3. Counselors assist universities with instruction in counselor education programs.
  4. Support personnel receive on-site and professional conference training.

B. Curriculum development
   90% of the high school curriculum revised in past five years
C. Evaluation
   1. Ongoing process based on observation, assessment and user feedback
   2. Third party evaluation conducted in 1985
D. Collaboration
   1. Business, industry, labor, families, Oregon Department of Education, federal government, colleges, universities
   2. Resource development emphasized
E. Community experiences for students and staff
   1. Business/industry workshops
   2. Tours of Linn-Benton Community College
   3. Worked with 500 Mid-Willamette Valley businesses on the China project
   4. Chamber of Commerce, Job Training Partnership Act cooperation
F. Communication
   1. Training for all staff in guidance
   2. Integration of guidance into the classroom
   3. Staffing student needs and family issues
   4. Monthly guidance newsletters
   5. Seminars for parents

Section VIII

LEARNING ACTIVITES INTEGRATING OREGON CAREER INFORMATION RESOURCES INTO INSTRUCTIONAL AND CAREER DEVELOPMENT PROGRAMS

INSTRUCTIONS FOR SUBMITTING A CAREER INFORMATION LEARNING ACTIVITY

Title: A descriptive, perhaps "catchy" title will help attract attention to the activity.

Instructional Goal(s): Describe the goals of the learning activity clearly and precisely. EXAMPLE: Given four sources of career information, the student will compare job opportunities in twelve occupations of interest.

Career Information Competency/ Indicator(s): List the student career information competency and indicator(s) from the Career Development Guidelines which the learning activity addresses.

Standards: Check the "Oregon Standard for Public Schools" which the learning activity addresses. If it could be applicable to more than one standard or goal, describe.

Grade Level: List the grade level(s) for which this activity is most appropriate.

Suggested Time Indicate the number of class periods needed to complete this activity. Describe any prerequisites or other timing considerations that need to be taken into account when using the activity.

Resources and Materials: List print, computer or audiovisual resources needed for this activity. Discuss the roles of teachers, counselors, parents or community members. If special worksheets are used, attach a camera-ready copy of each.

Procedures: Describe the activity in a step-by-step approach. Assume that the reader knows nothing about doing it!

Achievement Measures: Discuss how to assess student achievement related to the activity. Give data such as passing scores, maximum number of errors accepted, percent of class completing the activity successfully, etc.

Submit each activity on separate sheets to:

Nancy Hargis, Executive Director
Oregon Occupational Information Coordinating Committee
875 Union Street NE
Salem, OR 97311

ACTIVITIES MUST BE SUBMITTED NO LATER THAN DECEMBER 9, 1988.

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CAREER INFORMATION LEARNING ACTIVITY
(Attach additional sheets if necessary)

Title:

Instructional Goal(s):

Career Information Competency/Indicator(s):

Standards:

_____ 316 Career Development

_____ 405 Career Education

_____ 702 Guidance and Counseling

_____ "Producer" life role: To learn of the variety of occupations; to learn to appreciate the dignity and value of work and the mutual responsibilities of employes and employers; and to learn to identify personal talents and interests, to make appropriate career choices, and to develop career skills. (From OAR 581-22-201 "Goals for Elementary and Secondary Education")

Grade Level(s):

Suggested Time:

Resources and Materials:

Procedures:

Achievement Measures:

Submitted by:

Name _____

School _____

Address _____

_____

Telephone _____

Submit each activity on separate sheets to:
Nancy Hargis, Executive Director
Oregon Occupational Information Coordinating Committee
875 Union Street NE
Salem, OR 97311

ACTIVITIES MUST BE SUBMITTED NO LATER THAN DECEMBER 9, 1988.

Section IX

EVALUATION
INTEGRATING OREGON CAREER INFORMATION MATERIALS
INTO COMPREHENSIVE CAREER DEVELOPMENT, GUIDANCE
AND COUNSELING PROGRAMS

A. Assess the extent to which you believe each of the following objectives were achieved.

	Not At All	To some Extent	Completely	Not Covered
1. Increased my understanding of the role of career information in a career development program.	1	2	3	0
2. Acquired knowledge of selected counselor/teacher competencies from the National Career Development Guidelines.	1	2	3	0
3. Acquired knowledge of selected high school student competencies from the National Career Development Guidelines.	1	2	3	0
4. Increased my understanding of major changes occurring in the workplace.	1	2	3	0
5. Increased my awareness of Oregon career information resources and their use in a career development program.	1	2	3	0
6. Increased my skills to infuse career exploration and information into the classroom.	1	2	3	0
7. Increased my skills to infuse career exploration and information into the guidance and counseling program.	1	2	3	0
8. The Training Guide can serve as a tool when I work with staff and students at my school.	1	2	3	0

COMMENTS:

B. The logistics of any workshop are important for both presenters and participants. Please give your evaluation of the following logistics.

		Great	OK	Not too Great
1.	Workshop dates	3	2	1
2.	Location	3	2	1
3.	Facility	3	2	1
4.	Schedule	3	2	1
5.	Materials	3	2	1
6.	"Work session" approach	3	2	1
7.	Opportunity to interact with others	3	2	1
8.	Food	3	2	1
9.	Other (please describe)_____			

_____

_____

_____

COMMENTS:

C. Workshop presenters were:

Knowledgeable	Yes	No
Well prepared	Yes	No
Organized	Yes	No
Open to ideas/suggestions	Yes	No
Helpful	Yes	No
Sensitive to group needs	Yes	No

COMMENTS:

D. When this workshop is repeated for other model sites and adopting schools, what changes/improvements do you suggest?

E. What are the two most useful things you gained from this workshop?

F. What was the least useful portion of the workshop for you?

Please share any other comments or suggestions regarding this workshop. We appreciate your input.

THANKS!!

CAREER GUIDANCE
COUNSELOR ASSESSMENT

Counselors need a variety of skills and competencies to implement a career guidance and counseling program. This self-assessment will help you identify your current staff development needs and develop an individual plan to help you improve your career guidance and counseling program.

Rate each of the statements according to its importance for improving your program and your need to improve this competency. Next, review the statements that you rated as both very important and very high need, and select the five that represent your most important staff development needs. List them in the space marked "Most Important Professional Development Needs" at the end of this survey.

Read each of the following statements, and circle the number that best describes (1) how important this competency is to improving your career guidance and counseling program; and (2) how high YOUR need is to improve on this competency.

Importance	My Need
4 = very important	4 = very high need
3 = important	3 = high need
2 = slightly important	2 = moderate need
1 = not important	1 = low need

	Importance for Program	Need for Me
Guidance and Counseling		
1. Knowledge of general counseling theories and techniques.	4 3 2 1	4 3 2 1
2. Knowledge of decision-making models.	4 3 2 1	4 3 2 1
3. Skills in building a productive relationship between the counselor and the students.	4 3 2 1	4 3 2 1
4. Ability to use individual counseling techniques in effectively assisting individuals with career decisions and career development concerns.	4 3 2 1	4 3 2 1
5. Knowledge of group processes, their application to career planning and career decision-making, and their use in disseminating career information.	4 3 2 1	4 3 2 1
6. Ability to plan and use structured activities to increase students' career development knowledge and skills.	4 3 2 1	4 3 2 1

	Importance for Program	Need for Me
7. Ability to help the student recognize relationships between self-understanding and effective career decisions.	4 3 2 1	4 3 2 1
8 Ability to assist the student in identifying personal factors related to career decision making including effort, personality, values, interests, aptitudes, and motives.	4 3 2 1	4 3 2 1
9. Skills in recognizing and modifying stereotypes held by students related to career decisions.	4 3 2 1	4 3 2 1
10. Knowledge of role relationships and the utilization of counseling skills to facilitate personal, family, and career development.	4 3 2 1	4 3 2 1
11. Ability to assist the student in identifying contextual factors in career decision making including family, friends, educational opportunities, and finances.	4 3 2 1	4 3 2 1
12. Knowledge of different cultures of students and the ability to interact effectively with all populations.	4 3 2 1	4 3 2 1
13. Ability to understand and help clarify the student's decision-making processes.	4 3 2 1	4 3 2 1
14. Ability to assist students in understanding the relationship of interpersonal skills and success in school and the workplace.	4 3 2 1	4 3 2 1
15. Knowledge of employment information and career planning materials for student use.	4 3 2 1	4 3 2 1
16. Ability to identify role models for students in occupations and careers they wish to explore.	4 3 2 1	4 3 2 1
17. Ability to assist students in the selection of courses that would be required and/or beneficial for their career choices.	4 3 2 1	4 3 2 1
18. Ability to help students set goals and identify strategies for reaching goals.	4 3 2 1	4 3 2 1
Information		
19. Knowledge of national, state, and local education, training, employment trends, labor market and career resources that provide information about job tasks, functions, salaries, requirements and future outlooks related to broad occupational fields.	4 3 2 1	4 3 2 1

		Importance for Program	Need for Me
20.	Knowledge of basic concepts related to vocational-career counseling including career development, career paths, and career patterns.	4 3 2 1	4 3 2 1
21.	Knowledge of career development and decision-making theories.	4 3 2 1	4 3 2 1
22.	Knowledge of the changing roles of women and men and the linkage of work, family, and leisure.	4 3 2 1	4 3 2 1
23.	Knowledge of resources and techniques designed for use with special groups.	4 3 2 1	4 3 2 1
24.	Knowledge of and the ability to use computer-based career information delivery systems to store, retrieve, and disseminate career and occupational information.	4 3 2 1	4 3 2 1
25.	Knowledge of educational trends and state and federal legislation that may influence the development and implementation of career guidance programs.	4 3 2 1	4 3 2 1
26.	Knowledge of employment information and career preparation and planning materials for student use.	4 3 2 1	4 3 2 1
27.	Knowledge of labor laws, credentialing, certification, and other employment related requirements.	4 3 2 1	4 3 2 1
28.	Knowledge of basic concepts related to the use of labor market information in career counseling, classifying occupations according to various classification systems, and classifying industries as providers of goods or services.	4 3 2 1	4 3 2 1
	Individual and Group Assessment		
29.	Knowledge of assessment techniques and measures of aptitudes, achievement, interest, and values.	4 3 2 1	4 3 2 1
30.	Ability to identify assessment resources appropriate for specific situations and populations.	4 3 2 1	4 3 2 1
31.	Ability to evaluate assessment resources and techniques in terms of their validity, reliability, and relationships to race, sex, age, and ethnicity.	4 3 2 1	4 3 2 1

	Importance for Program	Need for Me
32. Ability to demonstrate the proper administration of assessment techniques.	4 3 2 1	4 3 2 1
33. Ability to interpret assessment data to students, parents, school administrators, and other appropriate individuals or groups of people.	4 3 2 1	4 3 2 1
Management and Administration		
34. Knowledge of program designs that can be used in the organization of career guidance programs.	4 3 2 1	4 3 2 1
35. Knowledge of needs assessment techniques and practices.	4 3 2 1	4 3 2 1
36. Ability to assess the effectiveness of current career guidance program and practices in meeting prioritized goals.	4 3 2 1	4 3 2 1
37. Ability to develop a comprehensive career guidance program plan.	4 3 2 1	4 3 2 1
38. Knowledge of management concepts and leadership styles used in relation to career guidance programs.	4 3 2 1	4 3 2 1
39. Ability to adjust management and administration methods to reflect identified career guidance program problems and specified situational needs.	4 3 2 1	4 3 2 1
40. Ability to identify/develop and use record-keeping methods to account for the delivery of required career development experiences and for the extent to which each student received the required experiences (including those delivered by teachers, parents, and community-based personnel).	4 3 2 1	4 3 2 1
41. Skills in developing marketing/promotional activities designed to foster community support for career guidance programs and initiatives.	4 3 2 1	4 3 2 1
42. Ability to prepare proposals, budgets, and timelines for career guidance programs.	4 3 2 1	4 3 2 1
43. Ability to identify staff competencies needed to remain current with career guidance practices and resources.	4 3 2 1	4 3 2 1
44. Ability to design, conduct, analyze, and report an assessment of student outcomes that can be attributed to a comprehensive career guidance program.	4 3 2 1	4 3 2 1

	Importance for Program	Need for Me
Implementation		
45. Knowledge of program adoption and planned change strategies.	4 3 2 1	4 3 2 1
46. Knowledge of personal and environmental barriers affecting the implementation of career guidance programs.	4 3 2 1	4 3 2 1
47. Ability to implement individual and group programs, appropriate for high school students, in a variety of career development areas including assessment, decision making, career information, and general career counseling.	4 3 2 1	4 3 2 1
48. Ability to implement a public relations effort on behalf of career guidance activities, services, and outcomes.	4 3 2 1	4 3 2 1
49. Ability to plan, organize, and manage a comprehensive career resource center.	4 3 2 1	4 3 2 1
50. Ability to establish linkages with community-based organizations that provide placement services.	4 3 2 1	4 3 2 1
51. Knowledge of local and state employers as referral sources for employment opportunities.	4 3 2 1	4 3 2 1
Consultation		
52. Ability to assist teachers and staff in understanding assessment instruments and their value to students.	4 3 2 1	4 3 2 1
53. Ability to assist teachers and staff in developing an articulated high school career development curriculum.	4 3 2 1	4 3 2 1
54. Ability to assist teachers and staff in developing curriculum that addresses all areas of career development.	4 3 2 1	4 3 2 1
55. Ability to assist teachers and staff in teaching a guidance curriculum learning activity or unit in the classroom.	4 3 2 1	4 3 2 1
56. Ability to assist teachers and staff in working with business/industry personnel to provide instruction on employment expectations, changes in the workplace, and job requirements.	4 3 2 1	4 3 2 1

		Importance for Program	Need for Me
57.	Ability to assist teachers and staff in working with students to explore various employment and career opportunities.	4 3 2 1	4 3 2 1
58.	Ability to provide programs that encourage the elimination of bias and stereotyping with regard to gender, race, and handicapping conditions.	4 3 2 1	4 3 2 1
59.	Ability to assist parents in understanding students' interests, aptitudes, and achievements.	4 3 2 1	4 3 2 1
60.	Ability to assist parents in understanding the components of the career decision-making process.	4 3 2 1	4 3 2 1
61.	Ability to assist parents in helping students explore educational and career options/ alternatives.	4 3 2 1	4 3 2 1
62.	Ability to assist parents in becoming aware of a variety of career development and educational opportunities available to students after completion of high school.	4 3 2 1	4 3 2 1
63.	Ability to assist parents in working with students to develop individual career development and educational plans for implementation during and after high school.	4 3 2 1	4 3 2 1
64.	Ability to assist parents in working with students in coping with family issues and decisions.	4 3 2 1	4 3 2 1
65.	Ability to convey program goals and achievements to business and professional groups, employers, community groups, the general public, and key personnel in positions of authority: legislators, executives and others.	4 3 2 1	4 3 2 1
66.	Ability to provide data on the cost-effectiveness of career guidance programs.	4 3 2 1	4 3 2 1
	Special Populations		
67.	Sensitivity toward the unique developmental issues and needs of minorities and/or student with special needs.	4 3 2 1	4 3 2 1
68.	Sensivitity toward and knowledge of various handicapping conditions and necessary assistance and requirements.	4 3 2 1	4 3 2 1

		Importance for Program	Need for Me
69.	Knowledge of realistic career expectations for individuals with special needs.	4 3 2 1	4 3 2 1
70.	Ability to identify community resources and establish linkages to assist students with special needs.	4 3 2 1	4 3 2 1
71.	Ability to listen to, establish rapport with, and find appropriate methods or resouces to communicate with limited-English proficient or impaired students.	4 3 2 1	4 3 2 1

Most Important Professional Development Needs. Review the statements that you rated as both very important and very high need and select the five that represent your most important staff development needs and list them below.

Competency

1.

2.

3.

4.

5.

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